

created to serve this most important function of democracy. Let us strengthen, not weaken, our schools in this moment of national calamity!

"3. Budgetary problems and the support of education cannot be considered apart from other problems of taxation. Many of our present difficulties are due to antiquated tax laws. A tax system that denies education to children in one community while making good schools possible in another (because of the concentration of population, or wealth, or both) should no longer be tolerated in America. There is sufficient wealth in America and sufficient national income, even in this time of most serious depression, to provide educational necessities for all our youth. Under our present system of taxation, unjust burdens are imposed upon many taxpayers, especially upon farmers and small house owners. The educational crisis demands a reform of our tax laws. *It demands state systems of school finance, under which all the wealth of the state will be drawn upon for the education of all the children of the state.*

"Recently, Mr. A. F. Harman, State Superintendent of Education in the State of Alabama, stated the educational issue most clearly when he said, 'We are indeed put to it to solve the financial problems of the state, but there is no excuse for ignorance. We cannot afford to balance the budget with the ignorance of children.'

"In writing to you, we wish to make it clear that we are animated solely by our desire to protect this generation of boys and girls who, through no fault of their own, find themselves the victims of this depression. We, who are ready to bear the burdens and make the necessary sacrifices, are looking to you to protect the rights of your children and our children."

Twenty-one of every 1,000 gainfully employed persons are engaged in passing on the torch of civilization by teaching.

THE LIBRARY'S PART IN EDUCATIONAL PROGRESS

DR. SIDNEY B. HALL, Superintendent of Public Instruction of Virginia, in a recent letter to division superintendents and members of school boards, says: "When the school board provides a balanced collection of good books and magazines, necessary supplies and equipment, a suitable room, and a trained librarian, the library soon becomes the heart of the school."

Dr. Wm. John Cooper, U. S. Commissioner of Education, in a letter of transmittal in Bulletin 1930, No. 6—*State Direction of Rural School Library Service*, states that "schools were never so dependent upon adequate library facilities as they are at the present time. This condition has come about largely through modern school curricula which demand for their execution large collections of books, magazines, and other reading matter relating to many subjects. At the present time much stress is being placed upon the necessity for well-trained teachers and supervisors of instruction. It is poor economy to provide a highly trained teaching personnel and withhold the tools necessary for good instruction. Libraries, like maps, globes, blackboards, and laboratory equipment, are tools of instruction. The need for better library facilities for children living in the rural areas of our country is very great."

C. C. Certain, in the Foreword of his bulletin on *Elementary School Library Standards* which was prepared under the supervision of a joint committee of the National Education Association and the American Library Association, says "modern demands upon the public school presuppose adequate library service. Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction and provide for the enrichment of the school curriculum. Children in the school are actively engaged

in interests which make it necessary for them to have the use of many books and a wide variety of materials, such as pictures and lantern slides. An essential consideration is that the books and materials be readily available when needed, and under the direction of a library staff which is part of the school organization.

In the traditional schoolroom, the library was more of a luxury than a necessity. Until recently there was no library in most public elementary schools. This was because the schoolroom procedure of the past was an impoverished procedure so far as social values were concerned. The teacher spent her time largely in urging the children from day to day to master, page by page, or section by section, some instruction. It is a far cry from this traditional schoolroom with its textbook courses to the modern ideals of public school teaching. The modern school is being developed more and more in terms of activities bearing important relations to life outside of the school. The modern school is organized with the purpose of giving children an opportunity to live and develop normally in the home and later in other great social institutions to which they may belong. We no longer teach, or no longer should teach, in terms of deferred values. As some one has said: "The children themselves have a right to live," a right to do more than turn the pages of textbooks. There is need, therefore, of a new department in the school whose function it shall be to assemble and distribute the materials of instruction. This department, moreover, must serve in the specific capacity of giving instruction in the use of books and libraries. It has the dual purpose of library service and library instruction."

Martha Wilson, a pioneer in the development of libraries in public schools, states that "the rural school is undergoing radical changes and in the new rural school there should be enlarged book service and instruction."

I have quoted these leading educators and school librarians to show that both of these groups are in agreement as to the importance of the school library. The possibilities of rural school libraries are increasing as rapidly as the public school officials and teachers adopt the newer methods of teaching. Progressive educators do not attempt to train the youth of our land for complete living in our complicated modern society by the use of a few required textbooks. The old practice of requiring students to memorize the facts in a limited number of textbooks and then consider that their education is complete is a thing of the past.

The education of our children must be based on their experiences. The experiences of rural boys and girls are limited because of their environment. This may be overcome to some extent by making good books and good literature available to them in the school libraries. It is not humanly possible for any individual to have firsthand experience in everything. The person who reads many books becomes broad-minded and liberal in his views. Such persons always command respect and are desirable in any community.

One of the most important habits that the rural school can develop in the childhood of America is the reading habit. The school library must appeal to students and teachers. Some will rush to the library with a definite need and limited time; others must first determine what they want. Some timidly ask for any good book to read, others request a certain book and do not wish to accept a substitute. Sometimes the request is for a book for someone outside of the school—mother, father, sister or brother. Many must build a background for literature appreciation, while others read beyond their years. Others have reached the high school without any desire to read or even with a decided distaste for books. The gap must be bridged between

the required reading for credit and that which the pupils do for pleasure. Students must not be permitted to over-indulge in reading along one line. All the above types must be guided with patience, tact, and sympathy to good books and good literature.

The rural school library is the proper place for students to become acquainted with good books and to learn how to use them. Student records at the universities and colleges show that graduates from high schools which are not provided with adequate library service cannot do their work with as much ease or as efficiently as graduates from high schools with well-equipped libraries. The training in the use of books and magazines which a child gets in a good rural school library will help him in college and in adult life. Education is a continuous process, the efficiency of which depends upon the value of the means provided for its growth.

It would be impossible to estimate the far-reaching effects of this library project¹ of the Tri Sigma Sorority on the educational progress of Virginia. It is gratifying to the friends of education in the state and to the friends of this school in particular to know that this national educational sorority which was founded at the State Female Normal School at Farmville almost thirty-five years ago has decided to encourage the development of the school library. The gift of this lot of books to the library in this school will point out the urgent need for more and better selected books in the libraries in all public schools. No matter how small or physically unattractive the school house and grounds, good books have the power to bring all the world about the school house and to summon the great of all ages to sit within its walls.

It is worthwhile to know that the school library objectives are very similar to the

educational objectives. The school library objectives are briefly:

To enrich the school curriculum; to acquire and organize books and literature for school service; to instruct children in the use of libraries and books as tools; to share with other departments the school responsibility for proper social training; to encourage informational reading as a life habit; to stimulate the habit of reading for pleasure; and to develop the library habit.

The curriculum in a good public school is based on the assumption that the textbook taken by itself is an inadequate tool. It must be supplemented by other books, all kinds of magazines and visual aids.

This extra textbook and other material must be organized and arranged in a manner to provide for its effective use. One cannot understand how seriously the work may be interrupted by the introduction of magazines, newspapers, stereopticons and victrola records until he has visited a classroom of a progressive teacher which is cluttered with such material. Good teaching methods depend upon the ease with which appropriate materials of instruction may be secured. Books, pamphlets, pictures, maps, etc., should be selected, classified, housed and distributed through the school library without loss of time.

The present day idea of a continuing education demands that pupils must go beyond the text for essential information in classroom work as the curriculum includes projects and activities dealing with real life. Pupils should be trained in the public schools to handle books and literature efficiently and intelligently. One of the chief duties of the school, it appears to me, is to teach boys and girls how to use libraries and books as tools.

Training for worthy home membership and the development of ethical character are aims of the curriculum. No textbook has been written which can make a child socially minded. The child may get the im-

¹The Sigma Sigma Sigma Sorority chapter at the State Teachers College at Farmville had presented a school library to the John Randolph school near Farmville in Cumberland county.

pulse or the knowledge of what to do from a book, but he has not progressed until he has actually performed some correct act. No department of the school helps to develop ideals and habits of fair-play, good citizenship and fairness in social relations better than the school library.

Pupils are often required to "take subjects"; unfortunately, many subjects are not fully appreciated or understood by them. The atmosphere of freedom and friendliness in the school library gives the boy or girl an opportunity to mix real life stories with education, with the result that habits of informational reading are formed. Such habits formed in school usually become life habits.

In this machine age when people are working under high pressure, but also have much leisure time, it is of vital importance that school children be encouraged to form the habit of reading good books and good literature for pleasure. A casual glance at any news-stand or book store library will convince any thinking person of the wisdom and the necessity for training the young people of this generation to choose good books and good literature for their leisure time.

After all, the boy or girl who has been guided and directed by a sympathetic, kind-hearted and friendly school librarian in the effective use of library tools and who has developed a reading habit leaves school well prepared to continue his education through life. I believe that the school libraries are helping boys and girls to develop the reading habit and that the time is not far distant when they as citizens will demand that public libraries be established within reach of all of the people.

May I express to the representatives of the Tri Sigma Sorority my sincere appreciation for the generosity of their organization in donating good books to the John Randolph school library. I can think of no more effective way in which an educational

sorority may stimulate and encourage the training of wiser and better citizens than through projects of this nature. In the words of Horace Mann: "Had I the power, I would scatter libraries over the whole land as the sower sows his wheat field."

C. W. DICKINSON, JR.

STATEMENT OF THE STATE COMMITTEE ON SECOND- ARY SCHOOL SOCIAL STUDIES POINT OF VIEW

AS RESPECTS point of view in considering the social studies curriculum and its construction on the secondary school level, it is the judgment of the Committee that, in order to establish a sound point of view from which the field of social studies is to be approached, the following fundamental phases or elements must be taken into account:

- I. The scope or field of the social studies.
- II. The basic factors to be taken into consideration for methods of approach.
- III. The basic philosophy upon which the curriculum should be built and applied.
- IV. The method of social studies.
- V. The method of procedure in building up and applying the curriculum.
- VI. The classification of aims or objectives.
- VII. The bibliography for the teacher who is to construct units or to develop portions of the curriculum with her pupils.

I. Scope

We hold that the scope of the social studies is the *entire field of human relations*;

This tentative statement was completed on January 20 by a committee of which R. E. Swindler is chairman.